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ABSTRACT

The Washington Metropolitan Area 1971 workshop was sponsored by Project VOICE for administrative and supervisory personnel from cooperating schools in the District of Columbia and adjacent Maryland and Virginia counties with volunteers in education programs. This report covers activities of the workshop including sessions of central administration and supervision, elementary and secondary schools, community school projects, and the Washington Technical Institute. A summary and interpretation of group sessions is presented as well as a list of participants. (Related documents are SP 005 910, 006 106, 006 105.) (MJM)

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PROJECT VOICE

WASHINGTON TECHNICAL INSTITUTE
4100 CONNECTICUT AVENUE, N.W.
WASHINGTON, D.C.

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Project VOICE

Voluntary Opportunities for Inspiring Coordinators of Education

Report on:
Washington Metropolitan Area
Workshop For
Administrators, Supervisors and
Coordinators
February 27, 1971

Project VOICE

WASHINGTON METROPOLITAN AREA
1971 WORKSHOP
FOR
ADMINISTRATORS, SUPERVISORS AND COORDINATORS
OF
VOLUNTEERS IN EDUCATION
FEBRUARY 27, 1971

In the initial proposal for funding a training program for volunteer coordinators for education, one of the listed objectives was to aid in relations with school personnel. This meant that school personnel as well as volunteers should become involved through the training. Administrative and supervisory officers are key figures in the development of a volunteer program in the school's setting. Certainly the productive utilization of a coordinator of volunteers depends on their understanding of what a coordinator's role is and how this new volunteer role is to be integrated into the school's organization.

For this reason a workshop was sponsored at Washington Technical Institute for administrative and supervisory personnel from cooperating schools in the District of Columbia and from school systems with volunteer programs in the adjacent Maryland and Virginia counties. One hundred and fifteen persons attended. Mrs. Arie Harrington, a volunteer and career student at Washington Technical Institute presided. The President of Washington Technical Institute, Dr. Cleveland L. Dennard, and the Superintendent of the District of Columbia Public Schools, Dr. Hugh Scott, spoke at the opening session on the values and needs of volunteers in education.

Dr. Dennard stated that, "we are to draw on the competencies of volunteers who are available in the community whether they be professional or non-professional. Here at the college we are working to develop leadership for the volunteers so that they can serve wherever it is necessary be it in the classroom or with the individual child or whatever.

The acceptance on the part of the professionals of the community people in order that a joint effort might be realized is what we are trying to do."

Dr. Scott explained that a partnership is necessary to bring about a better relationship on the part of the colleges, universities, businesses and schools.

"There is a need for someone to coordinate all of these groups, who can stand up for the right of the professional, the right of the community and the right of the student.

It is very important that each teacher have one volunteer to help her move toward individualized instruction, and that the partnership will join together in seeking and securing all necessary funds to make the program successful.

No one can operate in isolation. We must call on the community and its people and services to join hands with the principals, teachers and other professionals to make the schools in the nation's Capital the largest and best program of its kind anywhere in the country for a school of its size."

A panel of VOICE staff and coordinator-trainees, along with the principal of the Macfarland Junior High School, discussed the project's training program. A demonstration of "Transactional Analysis" as a communication skill concluded the general session.

After a coffee break the workshop participants divided into "buzz" groups according to their school levels. Each group was asked to consider how to maximize volunteer services within its own area. Discussion summaries by the recorders are immediately annexed.

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REPORT FROM BUZZ GROUP OF CENTRAL ADMINISTRATION AND SUPERVISION

The chairman of this group was Mrs. Marguerite C. Selden, Assistant Superintendent of Continuing Education, Summer Schools and Urban Service Corps. Resource persons to the group were: Mr. Benjamin Henley, Vice Superintendent of the D.C. Public School; Mrs. Addie Harper, Director of Tutorial Services of D.C. Public Schools and Mr. Arthur Schertzer, Department of Personnel, D.C. Public Schools.

Topics discussed were as follows:

I. Should the personnel requirement for this position (coordinator) require two years of college credit as required for classroom aides, assistants and practical substitutes?

A. Know experiences Coordinator has had.
B. Look at the whole person.
C. Hopeful that two (2) years of college credit not be a qualification.
D. Mr. Henley pointed out that two years will sell the program easily.
E. Find out concern with the career ladder.

II. How can a school simplify the coordinator's efforts to recruit volunteers? When should such efforts begin for the school year 1971-72?

A. Round out knowledge of the child.
B. Have partnerships that are meaningful.
C. When efforts should begin - not discussed.

III. Should coordinators and selected volunteers be trained for home visits and family conferences?

A. Social Worker and Teacher should make home visits.
B. Depends on the purpose of the home visit.
C. Use volunteer coordinators wherever capable and work is effective.

IV. How can a school best organize and staff a volunteer program (including tutorial)?

A. Get people interested is the key.
B. Sources: Colleges are most productive. Time did not permit further discussion on all issues.

CENTRAL ADMINISTRATION AND SUPERVISION (Cont'd)

Discussion Questions and Ideas

1. Are there any values in having a coordinator of volunteers in education? If so, what are they? What problems need to be overcome? How can they be solved?

   A. Stabilizing most necessary in the school system.
   B. Imperative to have a leader.
   C. There is an overlap if efforts are not coordinated.
   D. Projection: Have volunteers and a coordinator to assign these volunteers.
   E. Understand the relationship of aides and coordinators.
   F. Recognize the dangerous situation between paid and unpaid volunteers.
   G. Coordinators are badly needed, but will teachers accept the idea of a coordinator training volunteers.
   H. Para-Professionals: Regular schedule and regular pay.
      Volunteers: Find pleasure and fulfillment in donating time, come at their convenience.
   I. Volunteer must qualify themselves if they want to be paid for their services.
   J. Volunteers must be equipped to know what is to be done. Coordinator there to assist, supplement and train in their proper roles.
   K. Hangups: on how to utilize.
   L. Coordinator is an administrative of volunteers. Assignment and schedules.

Mrs. Sarah Mosley,
Recorder

Project VOICE

REPORT FROM BUZZ GROUP OF ELEMENTARY SCHOOLS

The chairman of Group B, Elementary Schools, was Mrs. Alma Felder, Principal of Bruce Elementary School. Mrs. Judine Johnson, Model School Division was the resource person.

Among those participating in the group discussion were: several principals, a representative from the Department of Education, Howard University Graduate School, two counselors, several coordinator-trainees, and others.

It was generally agreed that there are many values in having a coordinator of Volunteers in Education. For example, one trainee contacted every parent in the school. The response was good and many parents became actually involved in the tutoring program. There is initial hostility by some teachers to the program. This is usually overcome, when they realize that the volunteers are not spys, but are there to aid and assist the teachers. In addition to tutoring, volunteers have been used as screeners, hall watchers, etc.

It would be helpful if the principals introduce the volunteers or aides to the staff and students. This would serve to create more respect for the volunteers.

It was generally agreed that this position should not require two years of college credits. The workshop experiences and other training should be sufficient.

Many high school pupils have indicated a willingness to tutor small children every evening from 3:15 - 4:15 p.m. at Monroe Elementary School. Mrs. McClure of Howard University said that college students could be used as volunteers. This would be credited as a part of their field practice.

Constance D. Quick,
Recorder

Project VOICE

REPORT FROM BUZZ GROUP OF SECONDARY SCHOOLS

The group began by discussing the fact that the secondary schools are the most critical areas which need volunteer services. In the secondary schools the volunteer has to deal with problems such as the attitudes of the learner and how to deal and help with these attitudes. One idea brought out was that the tutor gains more than the tutee.

It was a general conclusion that the secondary schools really are in dire need of coordinators. It was also concluded that the Junior High Schools are the most neglected.

Information should be given to the volunteer concerning the school he will be working such as floor plans, assembly days, and class schedule. Workshops or orientation for volunteers should be set up.

Certificates of recognition should be awarded to volunteers.

Homework Centers are to be opened in the Junior High Schools, thus giving volunteers another area to work in.

A suggestion for recruiting more volunteers was made which was to inquire at local private industries and businesses concerning their night employees because there is a possibility that some of them would be willing to give volunteer services during the day.

Mattie L. Briscoe,
Recorder

REPORT FROM BUZZ GROUP OF COMMUNITY SCHOOL PROJECTS

The discussion group began with introductions. Mr. Webb asked the group from Baltimore to tell about their community school program. The project started at Clifton Park Junior High School in 1966. The assistant superintendent in charge has roots in the community. A community council sets policy. The projects have educational, recreational and political goals. At present they have forty-two classes from 8:00 a.m. to 10:00 p.m. Some of the staff is voluntary but an effort is made to employ area people. The political activity has been very successful, they elected 15 out of a slate of 18 to office. Elections have placed the power base for the direction of the program in the community.

The Anacostia Program originated with the 1968 mandate by President Johnson. The emphasis is on the education of children. The assistant superintendent in charge was sent from downtown. A major effort has been to train Reading Assistants. This has been done by two private corporations. There is a Community Educational Organizer who brings community people in and works with the administration. Aides are hired from the community in order to bring an understanding into the classroom and also to upgrade the economic status of the area.

A problem to overcome is the upgrading of volunteers and others in the program. Volunteers are encouraged to get High School Equivalency Certificates. The program is paying volunteers to take reading courses. It is trying to get a local college to work with the project to offer higher education to the para-professional. Money is needed for training. Some people would like to enter school but feel inadequate. Where do they get the opportunity for self-improvement?

The Anacostia Project is organized as a sub-system of the D.C. system and therefore has the system's problems. Each school has an advisory board which advises the Anacostia Area Board which is under the D.C. School Board. The Board of Education powers are not delineated from those of the City Council. Therefore authority is very watered down when it gets to the area board and even more so when it gets to the neighborhood. Funding under Title IV poses a problem since federal programs are shortlived, hopes are raised and then cut off. The program needs to free up administrative procedures to put available money to work, and needs to get funds continued. They need to get above emotionalism and map out strategies in order to have more impact. The Anacostia Program is now being evaulated. Mr. Nutall, Deputy Director, of the program stated that in spite of problems the program is moving.

Mrs. Shamwell stated that at the Richardson Elementary Community School many volunteers have been utilized. Forty University of Maryland students are

COMMUNITY SCHOOL PROJECTS (Cont'd)

brought in by bus to tutor. Parents volunteer to baby sit during adult courses. Para-professionals with salaries of GS-2 teach such things as sewing. The hope is that these people can be trained while on-the-job, paying them to go to school this summer. However, programs are being cut and there is now more need to go to volunteer resources.

Among the problems to work on is that block between professionals and para-professionals and volunteers. A positive approach is to go to the community and ask as a friend - please do me a favor - do not approach people as a superior. Also it is important to remember that the administrator sets the tone. A lot of human relations problems go back to the leader whose job it is to help people feel secure. We must recognize the uniqueness of each community when approaching it people. We should know the Neighborhood Planning Chairman as a resource person.

It is more demanding to get all different people to work together productively. Added staff creates the problem of a need for more facilities as well as increasing the difficulty of getting to know each other.

It is basic to human makeup to need a role set up. A re-defination of roles could improve productivity.

When recruiting personnel, keep in mind the possibility of paying a small stipend to volunteers to cover transportation, babysitting, etc. Also consider recruiting through the children. Ask them to contact their relatives and adult friends.

Evelyn Allin,
Recorder

Project VOICE

REPORT FROM BUZZ GROUP OF WASHINGTON TECHNICAL INSTITUTE

In this group, discussion focused on some of the basic problems (which affected the coordinators, tutors and students), encountered at Washington Technical Institute (WTI) under Project VOICE. These problems are listed briefly below. They are followed by several suggestions on how Project VOICE can best be maximized at WTI.

Problems:

1. Separation of the program by departments causes confusion.
2. Several tutors experienced difficulty in attracting the students who really needed remedial assistance.
3. Students cannot cope with present textbook reading levels (college).
4. Instructors have not supported VOICE to any significant degree (on the whole).
5. There is presently no method of evaluating tutor successes.
6. Students frequently sign up for tutorial assistance, and then fail to report to a tutor.
7. There has been some difficulty in finding tutors who are available to work for VOICE during the day.

Suggestions:

1. There should be a central location for a corps of Project VOICE tutors to meet regularly during the school day.
2. Project VOICE tutorial hours should be re-structured to fit into the students' regular activity periods.
3. Teachers should play greater roles in the program by:
   a) regularly informing students of the aid available to them through VOICE
   b) conducting a Sutrday workshop to meet with the tutors and potential tutees.
4. Project VOICE can improve its image and ettectiveness by:
   a) utilizing campus public relations office.
   b) use of a newsletter to highlight efforts of tutors and other Project VOICE personnel.
5. Development of a Task Force to expand Project VOICE and retine program's controls.

Judith K. Butler,
Recorder

At a final general session the group discussion leaders presented their recommendations. No action was taken but a promise was made that they would be submitted to the person in charge of the official areas within which the trainee coordinators and their volunteers serve. Closing remarks were made by Miss Grace Watson, Director of Volunteers in Education, B.E.P.D., U.S. Office of Education. Her challenge to the audience was that the purpose of volunteers and coordinators of volunteers in education is to benefit children. They are the valuable human resources to be developed through the efforts of us all.

SUMMARY AND INTERPRETATIONS

At the final general session, group reports and recommendations were presented. The latter included a request for a future workshop, that would be broader in scope and sufficiently long in time to include "break" periods. Participants evaluated the "buzz groups" and the demonstration of transactional analysis as a communication skill as workshop highlights.

Excerpts from an outside evaluation by Educational Improvement Services, Inc. state that a summary of the statistical data reveals:

"... that there is a need for this type of workshop for volunteer in education and that the workshop served the most useful purposes, according to the responding participants, of accomplishing the following:

1. The workshop gave the participants an experience in which they were able to exchange ideas through small group interaction.
2. The workshop presented the opportunity to develop new concepts.
3. The workshop served to clarity for the participants what a volunteer program such as Project VOICE is and does.
4. The workshop presented points of view of various speakers and resource personnel that were helpful in developing understanding of the roles of coordinators, volunteers, school personnel, tutees, and related areas of education.
5. The workshop was presented in a well structured and organized manner that accomplished its aims and goals in terms of an educational volunteer program.

Interpretation of the evaluation findings indicate that as a result of the workshop, several areas of interest in this type of workshop were developed. The statements below reveal the needs that can be further fulfilled by another workshop.

1. There is a need for a broader scope of presentation of ideas and discussions in a volunteer educational workshop of this type.
2. There is a need for more time to be available for the various activities.
3. There is need for additional resource specialists and speakers to be present at an enlarged workshop of this nature ..."

Only one point of unfavorable criticism of the workshop appears to be recurrent in the findings. This is the establishment of a schedule with specific break periods.

Project VOICE

WASHINGTON METROPOLITAN AREA WORKSHOP
FOR SCHOOL ADMINISTRATORS
SATURDAY, FEBRUARY 27, 1971

	NAME	POSITION	LOCATION
1.	Anderson, James T.	Principal	Whittier Elem. School
2.	Arend, Paul J.	Specialist Staff Development	Baltimore County Public Schools
3.	Arleen, O.S.P., Sr. Frances	Principal	Sts. Paul & Augustine School
4.	Arrighi, Albert	Ass't. Principal	Burroughs Elem. School
5.	Baylor, Bertha S.	Principal	Macfarland Jr. High
6.	Bell, Barrington	Community Organizer	Anacostia Community School Project
7.	Booker, David C.	Consultant	Project VOICE & President Booker Associates Reston, Virginia
8.	Brach, Philip	Chairman Engineering Technology	Washington Technical Institute
9.	Bradford, Mildred S.	Principal	Hendley Elem. School
10.	Brown, Faustina D.	Principal	Rudolph Elem. School
11.	Brown, Rhea	Liaison Aide	Clifton Park Community School, Baltimore, Md.
12.	Bryant, Virginia F.	Counselor	Savoy Elem. School
13.	Buck, Dr. Annye C.	Chairman Science Technology	Washington Technical Institute
14.	Buford, Carolyn B.	Ass't. Principal	Congress Hts. Elem. School
15.	Butler, Judith K.	Adult Ed. Instructor	Project VOICE, WTI
16.	Carter, Dorothy G.	Counselor	Shepherd Elem. School
17.	Carter, Emma	Principal	Bunker Hill Elem. School
18.	Chambers, Jewell C.	Ass't. Director Volunteers in Education	Office of Education Washington, D.C.

Project VOICE

	NAME	POSITION	LOCATION
19.	Chavis, Catherine B.	Principal	Brightwood Elem. School
20.	Coblyn, Earl	Asst. Professor Coordinator, Business Technology	Washington Technical Institute
21.	Cogdell, Roy	Director, Student Community Program	Georgetown University
22.	Coleman, Geraldine H.	Acting Principal	Turner Elem. School
23.	Cooper, Dr. Mildred	Asst. Superintendent Division of Planning, Innovation & Research	D.C. Public Schools
24.	Dennard, Dr. Cleveland L.	President	Washington Technical Institute
25.	Etheridge, Bessie D.	Director	Spingarn Instructional Unit
26.	Felder, Alma F.	Principal	Bruce Elem. School
27.	Fisher, Mildred J.	Principal	Moten Elem. School
28.	Ford, Phyllis W.	Principal	Nalle Elem. School
29.	Ford, Yolande W.	Asst. Director Model School Division	D.C. Public Schools
30.	Genus, Lloyd S.	Public Information Officer	Washington Technical Institute
31.	Goldsmith, Mary	Coordinator	Anacostia Community School Project
32.	Gross, Alvin E.	Supervising Director Dept. of Continuing Education	D.C. Public Schools
33.	Harper, Addie M.	Director, Tutorial Program	D.C. Public Schools
34.	Hayes, Shirley G.	Principal	Park View Elem. School
35.	Henley, Benjamin J.	Vice Superintendent	D.C. Public Schools
36.	Jackson, Jessie H.	Principal	Francis Jr. High School

	NAME	POSITION	LOCATION
37.	Jadin, Leslie Moore	Director Community Service	University of Maryland
38.	Jamison, Vandy L.	Principal	Green Elem. School
39.	Johnson, Dr. Dorothy L.	Asst. Superintendent Elementary Schools	D.C. Public Schools
40.	Johnson, Roy	Coordinator Volunteer Services	Norfolk Virginia Public Schools
41.	Johnson, Judine	Coordinator Auxilary Personnel Model School Division	D.C. Public Schools
42.	Jones, Leslie E.	Associate Superintendent of Personnel	D.C. Public Schools
43.	Kirschman, Mary Jo	Graduate Intern School Community Relations	Baltimore City Public Schools
44.	Joyce, Sr. Mary	Principal	St. Francis Xavier School
45.	Lewis, Martha E.	Coordinator Nursing Dept.	Washington Technical Institute
46.	McClure, Mary Belle	Dept. of Education	Howard University Graduate School
47.	McKenzie, Floretta	Asst. to Asst. Supt. Secondary School	D.C. Public Schools
48.	McMurdock, Bertha J.	Principal	Monroe Elem. School
49.	Martin, Veryl	Asst. to Asst. Supt.	D.C. Public Schools
50.	Mercer, Ernest B.	Principal	Langdon Elem. School
51.	Molley, Arneta G.	Principal	Mott Elem. School
52.	Murchison, Greta D.	Principal	Johnson Jr. High School
53.	Moore, Sarah P.	Principal	Birney Elem. School
54.	Nolen, Lenora	Volunteer Service	Norfolk, Virginia
55.	Nutall, James L.	Deputy Director	Anacostia Community School Project
56.	Ordman, Evelyn	Coordinator Community Resources, Title I ESEA	Montgomery County Public Schools

Project VOICE

	NAME	POSITION	LOCATION
57.	Powell, Lee Etta	Principal	Taft Jr. High School
58.	Raphael, Lucille K.	Principal	Takoma Elem. School
59.	Regis, Sr. Mary O.S.P.	Principal	Holy Comforter St. Cyprian School
60.	Rhodes, Dr. George	Asst. Supt. Secondary Schools	D.C. Public Schools
61.	Rose, Dr. Ervin	Reading Specialist	Project VOICE & Director, Educational Improvement Services Lanham, Maryland
62.	Rosenfeld, Dr. Max	Principal	Clark Elem. School
63.	Ross, June	Director, School Community Relations Division	Baltimore City Public Schools
64.	Savoid, O. V.	Principal	Jefferson Jr. High School
65.	Schiffman, Gilbert B.	Coordinating Director of Instruction	Prince Georges County Schools
66.	Scott, Carolyn S.	Director of Community Service Project	Catholic University
67.	Scott, Dr. Hugh	Superintendent of Schools	D.C. Public Schools
68.	Selden, Marguerite C.	Asst. Supt. Continuing Education, Urban Service Corps	Richardson Elem.
69.	Shamwell, Elsie	Director	Richardson Elem. Community School
70.	Shorter, Vivienne S.	Principal	Tubman Elem. School
71.	Siler, Marian C.	Asst. Principal	Sharpe Health School
72.	Stathis, Barbara K.	Principal	Woodridge Elem. School
73.	[illegible]llivan, J. Roland	Coordinator	Clifton Park Community School Baltimore, Md.
74.	Trask, Peggy	Coordinator Community Resources, Title I ESEA	Montgomery County Public Schools
75.	Turman, Dr. James A.	President Commonwealth Learning, Inc.	Alexandris, Va.

Project VOICE

	NAME	POSITION	LOCATION
76.	Watson, Grace E.	Director Volunteers in Education	Office of Education Washington D.C.
77.	Webb, Ronald E.	Principal	McGogney Elem. School
78.	White, E. Louise M.	Principal	Draper Elem. School
79.	Williams, Elizabeth	Acting Director Staff Development	D.C. Public Schools
80.	Williams, Robert L.	Director, Office of Career Planning & Placement	Washington Technical Institute
81.	Wilson, Cleo	Aide	Clifton Park Community School Baltimore, Md.
82.	Wright, Chester W.	Asst. Professor Coordinator Department of General Studies	Washington Technical Institute

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COORDINATOR-TRAINEES

83. Allin, Evelyn
84. Arnold, Barbara B.
85. Boykin, Mabel P.
86. Bradley, Blanche A.
87. Briscoe, Mattie L.
88. Buckles, Pamela F.
89. Chives, Velma L.
90. Davis, Mary F.
91. Fontaine, Lillie M.
92. Hanes, Loretta C.
93. Jackson, Gloria E.
94. Jackson, Mercedes G.
95. Johnson, Fannie M.
96. Ligon, Bernice
97. McCurdy, Nellie
98. McNeil, Maria
99. Margerum, D. Dutchess
100. Mathis, Genevieve A.
101. Mosley, Sarah J.
102. Price, Vivian P.
103. Quick, Constance D.
104. Schwartz, Marylyn L.
105. Smith, Eloise F.
106. Tidwell, Goller
107. Valentine, Joan
108. White, Lula
109. Wooten, Margaret H.

VOICE STAFF

110. Carpenter, Mary E.
111. Gray, Mildred E.
112. Hypps, Dr. Irene C.
113. James, Lawrence E.
114. Jones, Rosa
115. Rose, Dr. Erwin